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ABSTRACT

The publication is the first in a series of activity books for kindergarten and first grade students. The activity book consists of materials for the teacher, including lesson objectives, narration, activities, resources, and student materials. The book aims to foster knowledge about careers while improving basic skills. The unit focuses on the occupational cluster of transportation. The teacher should view this as a resource for supplementing regular classroom instruction. (Author/VA)

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State of New Jersey
Department of Education
Division of Vocational Education

KENNY CAREER IN TRANSPORTATION LAND

Prepared by
Rochelle Gealt

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This publication is one of a series of curriculum documents in career education written under the statewide curriculum development project conducted by the New Jersey Curriculum Management Center. Materials developed under this project are published by the New Jersey Vocational-Technical Education Curriculum Laboratory in order to ensure the widespread availability of these materials to practitioners in the field at a reasonable cost.

Dr. Joseph F. Kelly

Project Director
New Jersey Curriculum Management Center

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INTRODUCTION

This volume, the first in a series of activity books for kindergarten and first grade students, was developed as a result of the author's training and experience in New Jersey's Technology for Children program. The activity-based instructional approach embodied in these materials is fully consistent with the T4C program's concern for individualized student learning experiences.

The activity book consists of materials for the teacher, including lesson objectives, narration, activities, resources, and student materials. It is anticipated that the instructor will reproduce student activity pages for distribution to the class or to individual students.

The teacher should feel free to add or change activities in light of the particular needs of the students involved. The activity book, which aims to foster knowledge about careers while improving basic skills, should be viewed as a resource which the teacher may use in supplementing regular classroom instruction.

As noted earlier, KENNY CAREER IN TRANSPORTATION LAND is the first in a series of activity books. Subsequent books in the series will feature Kenny Career and will concentrate upon one of the USOE occupational clusters.

TEACHER MATERIALS

CHILDREN'S INTRODUCTION

Objective:

The children will be able to draw the characters Pam and Pat after hearing a description of them.

Narration:

Once upon a time there was a little boy named Pat, who had a little bit bigger sister named Pam. Pat had bright red hair and blue eyes and lots and lots of freckles. He also wore glasses. Pam had light brown hair and brown eyes, and she didn't wear glasses. Both Pat and Pam were very curious children. They were always asking, "How does that work?" and "Where did that come from?" and "Why do we do this?" and "What is that?".

Activities:

1. Discuss what people look like. Note how all are basically alike and have fingers, ears, eyelashes, feet, hair, nose, etc. Ask what are freckles.

2. Do activity page 1.

3. Discuss the concept of curiosity.

4. Have the students make a people collage. Have the children bring in as many different pictures of people as possible. Discuss their differences and similarities.

RACING CAR DRIVER

Objective:

Children will list workers who help racing car drivers, and will become aware of interdependence of workers.

Narration:

One day, Pam and Pat were playing with a racing car that Pat had gotten from his Aunt Meg for his seventh birthday. As he rubbed its wheels on the ground, Pat said to Pam, "I wish I knew how this racing car got to our house. Aunt Meg lives so far away. Did it race here by itself?" All of a sudden, there was a loud "ZOOOOOOOOOM!" and a puff of smoke. Someone appeared in the puff of smoke. Do you know who it was?

Activities:

1. Discuss whether the toy car raced there by itself. Encourage suggestions as to how it got to Pam and Pat's house.

2. Do activity page 2. Children will connect the dots alphabetically to find out whom Pam and Pat saw. The answer is Kenny Career, the racing car driver.

3. Discuss what a racing car driver does.

4. Make a list of safety devices used by drivers in races.

5. Have the children list the people that help the racing driver. Bring out the pit crew, mechanics, the people who sell tickets to races, the people who build race tracks, and the people who build the cars.

RESOURCES:

Books

1. Jackson, Robert. BEHIND THE WHEEL. New York: Henry Walck, Inc., 1971.

2. Jackson, Robert. RACING CARS. New York: Henry Walck, Inc., 1970.

3. Jackson, Robert. ROAD RACING, USA. New York: Henry Walck, Inc.

Notes: Jackson books are for pictures and teacher use only.

4. Rodlauer, Ed. DRAG RACING. Glendale, California: Bowmar Pub. Corp.

5. Rodlauer, Ed. IN THE DRAG STRIP. New York: Franklin Watts, Inc., 1971.

Films

"Miss Esta Maud's Secret" 10 C PE (McGraw).

TRANSPORTATION LAND

Objective:

Given a group of pictures, the children will be able to circle those things used to transport people and goods.

Narration:

After the smoke cleared, the racing car driver spoke: "My name is Kenny Career. I heard that you children wanted to see where this car came from. For that, we will have to go to Transportation Land. I will make you very small so that you can jump into the racing car with me." Pam and Pat felt themselves shrinking. They climbed into the car and off they went to Transportation Land.

Activities:

1. Describe what Pam and Pat will find in Transportation Land: various types of transportation and the people who operate them.

2. Do activity page 3. Children will circle the pictures of objects that are used to transport people and things.

3. Display pictures of various objects. Have children choose those that are forms of transportation.

4. Have children bring in toys which show means of transportation. Display these on a table in a suitable setting.

RESOURCES:

Books

1. Bridwell, Norman. CLIFFORD TAKES A TRIP. New York: Scholastic Book Services.

2. Burton, Virginia Lee. KATY AND THE BIG SNOW. New York: Scholastic Book Services.

3. Nelson, Mary E. MY BOOK OF TRANSPORTATION. Baltimore: Ottenheimer Publishers, Inc.

4. Ziner, Feenie. ABOUT WONDERFUL WHEELS. Chicago: Melmont Pub., Inc.

Songs

Adair, Mildred, "A Ride," in THE WORLD OF MUSIC: LISTEN AND SING, by Mabelle Glenn, Helen Leavitt, Victor Rebmann and Earl Banker. New York: Ginn and Co.

Filmstrip

"Traveling In and Out of Our City." Coronet S149.

Study Prints

1. "How People Travel in the City." SP-129 Singer SVE.

2. "Moving Goods for People in the City." SP-130 Singer SVE.

SPACE CAREERS

Objective:

Children will be able to find the hidden space-related words in a group of letters, and will find the hidden space picture within a larger design.

Narration:

As they were driving along in Transportation Land, Pat and Pam saw a big rocket ship with an astronaut climbing aboard. Pam excitedly asked, "Does he have anything to do with Pat's racing car?"

"NO," said Kenny Career, "Would you like to meet him anyway?"

"Yes!" squealed the children. And so they did.

Activities:

1. Do activity pages 4 and 5.

2. Have children each make a rocket ship, using an aluminum covered toilet paper roll, paper towel roll, or tin can for a base, with a cone of construction paper for a nose.

3. Exercise: Have children stoop down and count "10, 9, 8, 7, 6, 5, 4, 3, 2, 1, Blast Off!" On the words "blast off!" they jump up.

4. Using blue construction paper with white chalk, have the children draw a space scene. For example, they might show a rocket losing a stage, the landing of a lunar module on the moon, or an astronaut planting a flag on the moon.

5. Make a child-sized rocket ship with corrugated paper and movable stages. Dramatize the trip. Count down, lift-off, landing, splash-down, and welcome-back parade.

6. Show pictures of spacesuits. Point out zipper compartments, insulation layers, breathing system, and pressure controls.

7. Discuss all workers involved in the space effort: space pilots, scientists who design space ships and instruments, engineers, technicians who help build space ships, doctors, helicopter pilots, frogmen, and sailors on naval recovery ship.

8. Draw "creatures" from space.

9. Talk about space stations.

RESOURCES:

NASA FACTS BULLETINS (Write U. S. Government Printing Office or Publications Distribution FAD-2, National Aeronautics and Space Administration, Washington D. C. 20546).

1. NF-20 Supplement to NF-8 United States Launch Vehicles.
2. NF-27 Living in Space
3. NF-33 Saturn V Manned Flight to the Moon
4. NF-40 Journey to the Moon
5. NF-41 Food for Space Flight

Pamphlets

Peters, Aerman and others. SPACE JOBS. Elementary (K-8) School Edition. Washington, D. C.: Government Printing Office.

Coloring Books

SPACEPORT. Orlando, Florida: Promotions Original Products, Inc.

Books

1. Del Rey, Lester. SPACE FLIGHT, THE GOLDEN BOOK OF KNOWLEDGE. New York: Golden Press.
2. Freeman, Noe and Ira Freeman. YOU WILL GO TO THE MOON. New York: Beginners Books, Inc.

3. Greene, Carla. I WANT TO BE A SPACE PILOT. Chicago: Children's Press.

4. Kane, Elmer. WHAT IS SPACE? Chicago: Benefic Press.

5. LOOK TO THE SKY. Washington, D. C.: National Aviation Council, Inc.

6. Munch, T. W. WHAT IS A ROCKET? Chicago: Benefic Press.

7. Wyler, Rose. EXPLORING SPACE. New York: Golden Press.

Songs

1. "Twinkle, Twinkle, Little Star," in Wolfe and others, MUSIC 'ROUND THE CLOCK. Chicago: Follett Publishing Co., p. 84.

2. "We'll Land on the Moon," in Lois Lunt Metz, ACTION SONS AND RHYTHMS FOR CHILDREN. Minneapolis: T. S. Denison and Co., Inc., pp. 68-69.

SHIP CREWS

Objective:

The children will read color words in order to color by number a drawing of a ship.

Narration:

Next, Kenny Career took the children to an ocean in Transportation Land. A large freighter was docked there. The racing car driver pointed to the ship and said, "This freighter played an important part in my racing car. It brought the rubber for the wheels and the metal for the body of the car, from a far-away place."

Activities:

1. Do activity page 6. Color by number.
2. Visit a boatyard or dock.
3. Take the class on a boat trip.
4. Discuss types of boats and ships: oil tankers, freighters, tugboats, outboard motor boats, sailboats, cruisers, nuclear ships, ocean liners, steamboats, paddle-boats, ferry boats, and submarines. Describe how each one is used, and who works on each type of ship.
5. Make a boat and ship collage.
6. Explain sonar: how it measures distance by bouncing sound off objects.
7. Have a sailor, ship captain, or steward visit the class for questions.
8. Discuss the purpose of lighthouses.
9. Do finger paintings of sea life.

10. Discuss skills needed by sailors: swimming, sailing, scuba diving, deep sea diving, engineering, etc.

11. Construct boats out of scrap materials and wood.

12. Conduct experiments to see what can and cannot float.

RESOURCES:

Books

1. Crampton, Gertrude. SCUFFY THE TUGBOAT. New York: Simon and Schuster.

2. Giamborba, Paul. THE LIGHTHOUSE AT DANGERFIELD. Boston: Little, Brown, and Co., 1969.

3. Greene, Carla. I WANT TO BE A SHIP CAPTAIN. Chicago: Children's Press.

4. Gromotky, Hardie. LITTLE TOOT. Eau Claire, Wisconsin: E. M. Hale and Co.

5. Swift, Hildegarde H. and Aynd Ward. THE LITTLE RED LIGHTHOUSE AND THE GREAT GRAY BRIDGE. New York: Scholastic Book Services. (Accompanying record also available.)

6. Uhl, Melvin. ABOUT CARGO SHIPS. Chicago: Melmont Pub., Inc.

Songs

1. Rossman, F. A. "The Ferry Boat," in Armitage (Ed.), A SINGING SCHOOL: OUR FIRST MUSIC. Boston: C. C. Burchard Co.

2. Blake, Stephene. "The Sailor Lad," in Armitage (Ed.), A SINGING SCHOOL: OUR FIRST MUSIC. Boston: C. C. Burchard Co.

3. Fitch, Helen. "A Boat Trip,' in A SINGING SCHOOL: OUR FIRST MUSIC. Boston: C. C. Burchard Co.

4. Moss, Jeffrey. "Goin' for a Ride," in SESAME STREET SONGBOOK VOL. 1. Warner Bros. Pub., Inc.

5. Caldwell, Naomi. "The Little Tugboat," in Larrain Walters (Ed.), THE MAGIC OF MUSIC. New York: Ginn and Co.

FREIGHT TRAIN CREWS

Objective:

Children will be able to follow simple directions in attempting to get the train from the turntable to the roundhouse first in a competitive game involving counting.

Narration:

Pat asked, "Did the freighter take the rubber and stuff to the factory?"

"No," said Kenny Career. "It couldn't because there is no water near the factory. The ship took the raw materials to a freight yard near the docks. The freight train carried the rubber and metal to the factory."

Activities:

1. Use activity pages 7 and 8. Have the children assemble the spinner by cutting it out, pasting it on cardboard, and fastening the dial with a paper fastener. Have the children make a marker (mover). Each child takes a turn spinning the spinner and moving the number of spaces indicated. The first child to get to the roundhouse is the winner.

2. Discuss types of cars: box car, tank car, refrigerator car, flat car, well-type flat car, hopper car, caboose, stock car, and gondola.

3. Have the children bring in model trains. Assemble on a track.

4. Have children draw a long train in a group mural. Use different cars in the picture.

5. Pretend to be crew on a freight train. Children take the parts of the conductor, locomotive engineer, fireman, brakeman or flagman.

6. Have children make lanterns out of construction paper and do the appropriate arm signals:

7. Construct a child-size signal and have children take turns using signal while other children pretend to be a train going by.

8. Go over railroad slang terms. (These may be obtained from RAILROAD MAGAZINE. Write to Western Railways Public Relations Office, 105 W. Adams St., Chicago, Illinois, for a copy).

RESOURCES:

Books

1. Greene, Carla. I WANT TO BE A TRAIN ENGINEER. Chicago: Children's Press.

2. Hurd, Edith Thacher. CABOOSE. New York: Lothrup, Lee and Shepard Co., Inc.

3. Meeks, Esther K. ONE IS THE ENGINE--A TRAIN COUNTING BOOK. Chicago: Wilcox and Follett Co.

4. Pennell, Lucille, and Ralph Henry. CHUGGETY CHUG. Chicago: Wilcox and Follett Co.

5. Piper, Watty. THE LITTLE ENGINE THAT COULD. New York: Platt and Munk.

6. Tatham, Campbell. THE FIRST BOOK OF TRAINS. New York: Franklin Watts, Inc.

7. Zaffa, George. THE BIG BOOK OF REAL TRAINS. New York: Grosset and Dunlap, Inc.

Songs

1. Landon, Jane. "The Two Trains," in Armitage (Ed.), A SINGING SCHOOL: OUR FIRST MUSIC. Boston: C. C. Burchard Co.

2. Moss, Jeffrey. "Goin' for a Ride" in SESAME STREET SONGBOOK VOL. 1. Warner Bros. Pub., Inc.

Note: for additional resource material, write to:

Association of American Railroads
Transportation Building
Washington, D. C.

BUS DRIVER

Objective:

Children will be able to follow a series of directions in order to create a jig-saw puzzle.

Narration:

"Then how did the workers get to the factory?"

"That's a good question, Pam," said Kenny Career, the racing car driver. "Some of the factory workers drove their own cars to the factory, and some came together in car pools. It saves them money to share their cars, because they don't need as much gas, and the parking lot is too little to hold a lot of cars. Other workers come by bus."

"I have been on a bus," piped up Pat. "That's lots of fun!"

Activities:

1. Role playing. Arrange chairs to resemble the inside of a bus, or use large painted box. Have child pretend to be bus driver with a hat, while others are the passengers. Driver takes change, says "Step to the rear, please," calls out stops, opens door, drives. Have a mechanic check the "bus" out and fill it up with gas.

2. Take a bus ride.

3. Invite a bus driver to speak.

4. Do activity page 9. Have children color the picture and cut it out. Paste the picture onto cardboard, oaktag, or wall board. Then cut it into eight large pieces (use jigsaw if on wall board). Let the children try to put it together.

5. Point out that a bus driver must know and obey traffic laws. Have the children name some laws that are important for safe driving. Make a list of these.

RESOURCES:

Books

1. Greene, Carla. A TRIP ON A BUS. New York: Lantern Press, Inc.
2. Greene, Carla. I WANT TO BE A BUS DRIVER. New York: Children's Press.

Filmstrip

"Transporatation: Buses." Demco Instructional Materials #76-6542.

Songs

1. "On the Bus," in Armitage (Ed.), A SINGING SCHOOL: OUR FIRST MUSIC. Boston: C. C. Burchard and Co.
2. Rossman, F. A. "The Bus," in Armitage (Ed.), A SINGING SCHOOL: OUR FIRST MUSIC. Boston: C. C. Burchard and Co.
3. "Wheels of the Bus Go Round and Round," in Nancy Larricle (Ed.), THE WHEELS OF THE BUS GO ROUND AND ROUND. Los Angeles: Golden Gate Junior Books, 1972.

SUBWAY AND SPEEDLINE WORKERS

Objective:

The children will memorize a poem related to subways and speedlines, and thus learn about how they work.

Narration:

"Some people come to work by subway. That is an underground train. Others come on the high-speed line. That is like a subway, but it comes out of the ground."

Activities:

1. One student is named "engineer" and says a word like "book." In turn, each pupil pays "fare" by giving a word with same initial sound or with a rhyming word. This continues until all have had a turn. Then each child puts a hand on the shoulder of the child in front and the speedline travels around the room and becomes a subway as it goes under tables. Gradually children are dropped off at different "stops" around the room (their seats).
2. Have the class take a ride on a subway.
3. Have the class take a ride on a high-speed train.
4. Discuss what workers are needed: engineer, cashier or ticket agent and maintenance worker.
5. Have children memorize poem on activity page 10.

RESOURCES:

Study Print - "How People Travel in the City" Singer SVE SP128.

Books

1. Conklin, Groff. ALL ABOUT SUBWAYS.

2. McGinley, Phyllis. ALL AROUND THE TOWN. Philadelphia: J. B. Lippincott Co.

TRUCKERS

Objective:

The children will be able to identify the highway signs that truck drivers must know by shape.

Narration:

"After they make the toys at the factory, what do they do?" asked Pam.

"Well," said Kenny Career, "A truck driver loads the boxes of racing cars onto the truck, and takes them to the department store to be sold."

Activities:

1. Have a child whose father is a truck driver ask him to come and speak with the class. Perhaps the driver can bring his truck to school.

2. Have the children do activity page 11. Match signals with words a truck driver must know. Discuss each signal.

3. Make traffic signals from milk cartons. Paste construction paper on carton and paste appropriate color circles for lights. Let one light "show" on each side. Make a game out of it with the children moving on green, stopping on red, and being careful and slow on yellow.

4. Set up a small scale town with signs put in appropriate places for toy trucks to drive through.

5. Discuss the people who help the truck driver: mechanic, turnpike authority, restaurants, motel owners and operators, gas station

companies and attendants, police, and highway patrol, highway engineers and construction people.

6. List other kinds of things that trucks carry: mail, milk, packages, furniture, oil, animals,refrigerated items, tools for plumbers and carpenters, bread, food and groceries, products for stores, laundry, and carpeting. Which go to the children's homes?

7. Have children bring in toy models of trucks.

8. Make a list of the various kinds of trucks seen for one week.

9. What would happen if truck drivers went on strike? Have the children write a story about it, showing our dependence on trucking.

10. Make a list of truck driving terms. (Write for the TRUCK DRIVER'S DICTIONARY, Public Relations Dept., American Trucking Association, Inc., 1616 P Street N. W., Washington D. C.) Examples: cackle crate--carries poultry; reefer--refrigerated trailer or truck; rag top--open-top trailer using a tarpulin for covering.

11. Visit a truck terminal. Watch the drivers load and unload goods.

12. What else does a truck driver do besides drive? The driver keeps records of how much oil and gas are used, how long it takes to get to different places, and mileage. What skills are needed?

RESOURCES:

Books

1. Greene, Carla. I WANT TO BE A ROAD BUILDER. Chicago: Children's Press.

2. Greene, Carla. I WANT TO BE A TRUCK DRIVER. Chicago: Children's Press.

3. Greene, Carla. TRUCK DRIVERS: WHAT DO THEY DO? New York: Harper and Row.

4. Stevens, Leonard. THE TRUCKS THAT HAUL BY NIGHT. New York: Thomas Y. Crowell Co.

5. Talmadge, Marian and Iris Gilmore. LET'S GO TO A TRUCK TERMINAL. New York: G. P. Putnam's Sons.

6. Young, Marian. IF I DROVE A TRUCK. New York: Lothrup.

Pamphlets

1. "The Motor Truck: If You've Got It, a Truck Brought It." Washington, D. C.: American Trucking Association, Inc.

2. "Wheels for America's Progress." Washington, D. C.: American Trucking Association, Inc.

Songs

Vanderere, J; Lillian and Roy Stoughton. "Trucks," in Armitage (Ed.), A SINGING SCHOOL: OUR FIRST MUSIC. Boston: C. C. Burchard Co., 1941, p. 196.

Note: for catalog of teaching aids including vocational materials, write:

American Trucking Associations, Inc.
1616 P Street N. W.
Washington, D. C. 20036

ELEVATOR OPERATORS

Objective:

Children will be able to identify numbers to ten, as found in elevators to designate floors.

Narration:

"Did Aunt Meg buy the toy in the department store?" questioned Pam.

"Yes," nodded Kenny Career, "Now let's talk about how she got there. First Aunt Meg took this elevator down from the tenth floor of her apartment building. That would be a long, long way to walk, wouldn't it? She got into the elevator and told the elevator operator to take her to the lobby floor. Carefully the safety doors were closed and the elevator started to take Aunt Meg down to street level."

Activities:

1. Discuss places where elevators may be found: apartment buildings, department stores, hospitals, and big office buildings.

2. Role play. Child who is elevator operator says such things as "What floor, please?" and "Step to the rear of the car." He or she announces the floors and tells what can be found there. As people step out of the elevator, the operator says, "Please watch your step."

3 Discuss and list points about safety in the elevator: emergency stop procedure, keeping hands in, facing front.

4. Do activity page 12. Have children cut out the arrow. Attach with paper fastener to top of elevator. Have child call out

"floors," while others use pointer to point to number called.

5. Set up a working model elevator, using a box, a wooden stool, and string (as cable).

RESOURCES:

Filmstrip

"Transportation: Elevators." Denco Instructional Materials #76=6547.

Books

1. Keen, Martin. HOW IT WORKS. New York: Grosset and Dunlap, 1972, pp. 132-134.

2. Hanff, Helene. TERRIBLE THOMAS. New York: Harper and Row.

CAR SALESMEN AND FACTORIES

Objective:

1. Children will demonstrate their knowledge of the assembly line process by working in an assembly line to create car pictures.

2. Children will point out basic similarities in cars, after drawing different types of cars.

Narration:

"Then Aunt Meg started to drive her car to the department store . . . " Kenny Career began.

"Aunt Meg has a very pretty new car," interrupted Pat. "It is blue, and the inside is black. She told us that she ordered it through a car store, and that the salesperson was very nice. An order was sent to the car factory and a car just like she wanted was shipped."

Activities:

1. Have the children pretend to be salespeople, helping each other choose cars.

2. Have the children find out what things their parents have on their cars that are considered "extras." Make a list: radio, rear speaker, air conditioning, white wall tires, rear defroster, extra side mirror, extra bumper, power brakes, tinted windshield, power windows, automatic transmission, and racing stripes.

3. Have the children visit a car dealership. Point out the difference between new and used cars.

4. Discuss other services of a car agency: repairing cars, renting cars, car loans, car insurance, selling tires. List the occupations involved with these services.

5. Have children do activity page 13. Discuss the idea of assembly lines. Have children do a task in this manner, such as tracing the outline of a car, with different children coloring it, cutting it, and pasting wheels and windows on it. Discuss efficiency and the need for cooperation.

6. Have children make a car collage, using pictures from newspapers and magazines. Cut into shape of one giant car. How are all cars alike? How are they different?

7. Have children do activity page 14, drawing different styles of cars.

8. Have children design a car of the future. Discuss what they included, and why.

RESOURCES:

Books

1. Bendick, Jeanne. THE FIRST BOOK OF AUTOMOBILES. New York: Franklin Watts, Inc.

2. Butler, Hal. MILLIONS OF CARS: FROM DRAWING BOARD TO HIGHWAY. New York: Julian Messner, 1972.

3. Carlisle, Norman and Madelyn Carlisle. THE TRUE BOOK OF AUTOMOBILES. Chicago: Children's Press.

4. Cooke, David C. HOW AUTOMOBILES ARE MADE. New York: Dodd, Mead and Co., 1972.

5. Corbett, Scott. WHAT MAKES A CAR GO? Boston: Little, Brown and Co.

Filmstrip

"The Transporation: Cars." Demco Instructional Materials, #76-6541.

Song

Rossman, F. A. "The Auto," in Armitage (Ed.), A SINGING SCHOOL: OUR FIRST MUSIC. Boston: C. C. Burchard, p. 334.

BRIDGES AND TOLL TAKERS

Objective:

Children will demonstrate their knowledge of the comparative values of pennies, nickles, dimes and quarters, by drawing appropriate coins to cover various toll charges.

Narration:

Kenny Career continued, "On her way to the store, Aunt Meg had to cross a bridge. It was a drawbridge that opened and closed in the middle so that tall ships could go under it without breaking apart. When the bridge was up, cars could not cross it. They had to wait until the ship had passed and the bridge was down again. Aunt Meg had to pay money to cross the bridge. She gave the money to the toll collector."

Activities:

1. Read and dramatize Three Billy Goats Gruff Story.

2. Construct a drawbridge out of heavy cardboard, with popsicle sticks for posts and string for wires.

3. Discuss the bridge commission's duties: taking care of bridges; painting them; hiring the toll collectors; helping people who get stuck crossing the bridge; telling when to raise and lower the drawbridge; keeping the bridge clear of snow; and warning the people when it is slippery.

4. Visit a toll booth. See the kind where you give the money to a toll collector, and the kind in which you simply deposit money.

5. Discuss other places where one may find toll collectors (such as on the turnpikes and toll roads) and discover that the amount of toll is decided by the length of road travelled.

6. Visit a drawbridge when the bridge is scheduled for an opening.

7. Discuss the arithmetic skills needed by toll collectors when counting money and giving change.

8. Suggest that toll collectors also give directions to lost travellers, and need to be able to read road maps.

9. Play "Toll collector" with play money.

10. Have children do activity page 15. The children are to draw coins needed for different toll amounts.

RESOURCES:

Books

1. Carlisle, Norman and Madelyn Carlisle. THE TRUE BOOK OF BRIDGES. Chicago: Children's Press.

2. Curren, Polly. THE WORLD BUILDS THE BRIDGE. New York: Harvey House, Inc., 1970.

Songs

1. London Bridge Game and Song," in Wolfe, Krane and Fullerton, MUSIC 'ROUND THE CLOCK. Chicago: Follett Pub. Co., p. 39.

2. "On the Bridge," in Dann Aollis, FIRST YEAR MUSIC. New York: American Book Co., p. 85.

PARKING LOT ATTENDANTS

Objective:

Children will be able to solve a simple maze problem, related to a parking lot.

Narration:

"What happened next?" questioned Pam.

"After crossing the bridge, Aunt Meg drove to the store parking lot, where the parking attendant gave her a parking stub that was stamped to show what time she drove into the lot. When she was ready to leave, she would have to pay for the time she was there," explained Kenny Career.

Activities:

1. Role Play. One student is the attendant, the others are drivers in cars. The attendant parks the cars, gives parking stubs, and takes money.

2. Have children do activity page 16.

3. Using a sandbox, have children construct a ramp system and parking lot. Use toy cars in the parking lot.

BLIMP DRIVERS

Objective:

Children will demonstrate their knowledge of chronological sequencing of numbers by connecting a dot-to-dot picture of a blimp, using numbers to twenty-four.

Narration:

Kenny Career continued, "As she was walking into the store, Aunt Meg looked up and saw something that looked like a balloon with advertising words on it. Do you children know what it was?"

"I do! I Do!" yelled Pat. "Here it comes now. It's a . . . ."

Activities:

1. Do activity page 17 to find out what Aunt Meg saw. Dot-to-dot by number. Color the picture.

2. Discuss the uses for blimps: checking weather, checking traffic, advertising, and television.

3. Make blimps out of balloons. Glue rudders and gondolas on.

RESOURCES:

Books

1. Burchard, Peter. BALLOONS FROM PAPER BAGS TO SKYHOOKS. New York: Macmillan Co.

2. Cooke, David C. DIRIGIBLES THAT MADE HISTORY. New York: G. P. Putnam's Sons.

3. Hood, Joseph. WHEN MONSTERS ROAMED THE SKYS. New York: Grosset and Dunlap.

4. Poole, Lynn and Garry Poole. BALLOONS FLY HIGH. New York: McGraw-Hill Book Co.

5. Sotomayor, Antonio. BALLOONS: THE FIRST TWO HUNDRED YEARS. New York: G. P. Putnam's Sons, 1972.

ESCALATOR REPAIRMEN

Objective:

Children will use comprehension and phonetic skills to unscramble words in a verse about escalators.

Narration:

"Aunt Meg saw a racing car advertised on the blimp, so that is what she decided to get you, Pat. Once inside the store, she went straight to the toy department. She had to ride an escalator, because it was on the third floor. An escalator is a moving staircase. You stand on a step and it moves up or down with you. She had to wait a little while to come down, because the escalator was broken and the repairman had to fix it."

Activities:

1. Have children make a paper staircase and pretend it can move up and down.

2. Do activity page 18.

3. Discuss where you would find escalators: department stores, medium sized buildings, airports, and shopping malls.

4. What skills do repairmen have in order to perform their job? This might include how machinery runs, how to read diagrams of wiring, and how to keep machinery oiled.

5. Discuss how an escalator is operated by electricity. Discuss from where electricity comes and discuss all the careers involved in providing the electricity.

RESOURCES:

Books

1. Freeman, Don. CORDUROY. New York: The Viking Press.

2. Lexau, Joan. A HOUSE SO BIG. New York: Harper and Row.

3. McGinley, Phyllis. ALL AROUND THE TOWN. Philadelphia: J. B. Lippincott Co.

4. Weiss, Harvey. MOTORS AND HOW THEY WORK. New York: Thomas Y. Crowell Co., 1969.

GAS STATION ATTENDANTS

Objective:

Children will find hidden words in the attendant's picture that relate to a mechanic's job.

Narration:

Kenny Career continued: "Then Aunt Meg could go home to pack for her visit with you. She had to stop once, however. Her car did not have much gas in it. The needle was near "E" for empty. So she pulled into a gas station to fill her car up. The gas station attendant checked the oil and water, and cleaned the windows too."

Activities:

1. Visit a gas station.
2. Look at the motor of a car.
3. Construct a gas pump out of a large cardboard box. Paint the box, and attach a vacuum cleaner hose.
4. What other duties does a garage mechanic have? Fix flat tires, sell tires, fix things that are wrong with the car, change oil, lubricate, change tires, and put on snow tires.
5. List the tools and machines a mechanic uses, such as jacks, wrenches, and lifts.
6. Do activity page 19 and find the hidden words.

RESOURCES:

Books

1. Bendick, Jeanne. THE FIRST BOOK OF AUTOMOBILES. New York: Franklin Watts, Inc.

2. Carlisle, Norman and Madelyn Carlisle. THE TRUE BOOK OF AUTOMOBILES. Chicago: Children's Press.

3. Corbet, Scott. WHAT MAKES A CAR GO? Boston: Little, Brown and Co.

4. Greene, Carla. I WANT TO BE A MECHANIC. Chicago: Children's Press, Inc.

5. Harrison, C. William. FIND A CAREER IN AUTO MECHANICS. New York: G. P. Putnam's Sons.

6. Kunhardt, Dorothy. GAS STATION GUS. New York: Harper and Row.

7. Lawrie, Robin. UNDER THE HOOD: HOW CARS WORK AND HOW TO KEEP THEM MOVING. New York: Pantheon Books, 1970.

CHAUFFEUR

Objective:

Children will create an acrostic, and demonstrate what a limousine is, while using phonetic skills.

Narration:

"Did Aunt Meg drive to the airport herself?" questioned Pat.

"No," answered Kenny Career, "It was too far for her to drive, and she didn't want to leave her car at the airport. So she went with other people who wanted to go to the airport. They went in a limousine. A limousine is a big car with lots of seats that is driven by someone called a chauffeur. A chauffeur's job is to drive people where they want to go."

Activities:

1. Dramatic play: limousine driver and passengers.

2. Chauffeurs must take care of their cars also. Describe how.

3. Do activity page 20. Explain that an acrostic is a story that spells a word, using the first letter of each line. Work on the one for limousine together.

RESOURCES:

Books

1. Corbett, Scott. WHAT MAKES A CAR GO? Boston: Little, Brown, and Co.

2. Lawrie, Robin. UNDER THE HOOD. New York: Pantheon Books, 1970.

Songs

1. Major, Marian. "Traffic Lights," in Lorrain Walters, THE MAGIC OF MUSIC. New York: Ginn and Co., p. 109.

2. Moss, Jeffrey. "Goin' for a Ride," in SESAME STREET SONGBOOK. Warner Bros. Pub. Co., p. 17.

3. "Talking to the Driver," in Irving Caeser, SING A SONG OF SAFETY. New York. p. 16.

HELICOPTER PILOT

Objective:

The children will use the International Phonetic Alphabet to find out an aircraft's number.

Narration:

"I knowAunt Meg didn't come to our hometown by helicopter," asked Pam.

"You're right," agreed Kenny Career. "It is too far for a helicopter to go. Helicopters are special kinds of aircraft that do special jobs."

Activities:

1. List some uses for helicopters: ambulances; cargo carrier; buses to carry people; letter carriers; lifeguards to rescue people; and cowboys to herd stray cattle.

2. How do the pilot and ground controller address each other? By name? No, by the name of the helicopter. Explain that sometimes letters are added to aircraft numbers (like car license plates), and instead of just saying the number and letter, a word is used for that letter. Ask if anyone can discover why (because some letters sound alike and can be confusing). Have a chart of the International Phonetic Alphabet. The children will talk to each other, pretending to be pilot or ground controller. Have them use the phonetic alphabet and invent helicopter names, using words like "over" (I expect a reply from you), "roger" (I have received and understand your message), and "out" (My message is finished, no reply expected). Children will

identify themselves, make sure they can be heard, and then give message. A basic communications set-up can be made from two tin cans, waxed string and buttons. Reinforce the idea of cooperation and communication between a helicopter in the air and a person on the ground for safety.

3. How does a helicopter's movement differ from a plane's?

4. Do activity page 21.

THE INTERNATIONAL PHONETIC ALPHABET:

Letter	Code Word	Letter	Code Word
A	Alpha	N	November
B	Bravo	O	Oscar
C	Charlie	P	Papa
D	Delta	Q	Quebec
E	Echo	R	Romeo
F	Foxtrot	S	Sierra
G	Golf	T	Tango
H	Hotel	U	Uniform
I	India	V	Victor
J	Juliett	W	Whiskey
K	Kilo	X	X-Ray
L	Lima	Y	Yankee
M	Mike	Z	Zulu

RESOURCES:

Books

1. Ahnstrom, D. N. THE COMPLETE BOOK OF HELICOPTERS. New York: World Pub. Co., 1971.

2. Cooke, David C. HELICOPTERS THAT MADE HISTORY. New York: G. P. Putnam's Sons.

3. Cooke, David C. HOW HELICOPTERS ARE MADE. New York: Dodd, Mead and Co.

4. Coombs, Charles. SKYHOOKS, THE STORY OF HELICOPTERS. New York: William Morrow and Co.

5. Delear, Frank. THE NEW WORLD OF HELICOPTERS. New York: Dodd, Mead and Co.

6. Elting, Mary, and Judith Steigler. HELICOPTERS AT WORK. New York: Harvey House, Inc., 1972.

7. Memling, Carl. THE LITTLE GOLDEN BOOK OF HELICOPTERS. New York: Golden Press.

AIRPLANE CREW

Objective:

Children will demonstrate their knowledge of a balanced meal by drawing three meals a stewardess might serve.

Narration:

Pam said, "Aunt Meg showed me a picture of the plane she flew on. It was a jet. She told me about all the people she saw working to help her fly: ticket agents, skycaps, mechanics, the pilot and co-pilot, stewards and stewardesses, and the ground controller. Each one is important. They all work together."

Activities:

1. Read stories prepared by the School and College Service of United Air Lines: MIKE AND NANCY LEARN ABOUT JETS, MIKE AND NANCY TAKE A FLIGHT, MIKE AND NANCY AT THE AIRPORT, AND MIKE AND NANCY SEE THE CONVAIR.

2. On airplane pictures and models, have the children point out propellers, engines, landing gear, fuselage, cockpit, lights, tail, rudder and wings.

3. Discuss uses for airplanes: travel; transporting goods and mail; planting crops; crop dusting; aid in disaster and rescue; advertising; fighting forest fires; serial photography; etc.

4. Visit an airport. Watch a plane refueled, unloaded, taxiing, circling, and taking off. Go on a plane, visiting the cockpit and kitchen.

5. Construct a model airport out of boxes and clay. Make buildings, planes, hanger, runways, and people who work there, such as pilots, manager, porters, ticket agents, mechanics, attendants, weathermen, traffic police and crew. Make oil trucks for refueling, donkey trucks of baggage, loud speaker, control tower and ticket office.

6. Dramatic role play: Have the children act as passengers, ticket agents, baggagement, mechanics, pilots, and co-pilots.

7. Invite a parent who is employed at an airport to come and talk about it.

8. If a student has been on a plane trip, invite them to tell about it.

9. Using colored construction paper, crayons, and scissors, the class will cut out and color various types of aircraft.

10. Have children describe meals the stewardess might serve on a plane. Use pictures of food, then paste on paper plates. Emphasize a balanced meal. Explain food is pre-cooked in a big building, and warmed upon the plane.

11. Do activity page 22.

RESOURCES:

Books

1. Choce, Haile. ABOUT THE PILOT OF A PLANE. Chicago: Melmont Pub.

2. Colonius, Lillian, and Glenn Schroeder. AT THE AIRPORT. Chicago: Melmont Pub., Inc.

3. Greene, Carla. I WANT TO BE A PILOT. Chicago: Children's Press.

4. Greene, Carla. I WANT TO BE AN AIRLINE HOSTESS. Chicago: Children's Press.

5. *Lenski, Lois. THE LITTLE AIRPLANE. New York: Oxford University Press.*

6. Ottum, Bob. THE AIRPLANE BOOK. Racine, Wisconsin: Western Pub. Co., Inc., 1972.

Booklet with Filmstrip

"A Flight to Grandmother's" (available for preview purposes from the Federal Aviation Administration Film Library, AC-921, Aeronautical Center, P. O. Box 25082, Oklahoma City, Oklahoma 73125. For complete package, contact Special Assistant for Aviation Education, Department of Transportation, Federal Aviation Administration, Aviation Education Staff, Washington, D. C. 20590).

Poem

"Up in the Air," in SUNG UNDER THE SILVER UMBRELLA. New York: Macmillan Co.

Choral Speaking

"The Airport," by Marcella Hartman. GOLDEN BOOK OF PROGRAMS, Instructor Activity Guide Series. New York: Owen Pub. Co., p. 85.

Films

1. "An Airplane Trip," ERPI.

2. "Airplane Trip," Encyclopedia Brittanica Films.

TAXI DRIVER

Objectives:

The children will add a series of numbers to complete a mileage log for the taxi driver.

The children will compare hourly mileage totals to decide the highest and lowest number of miles.

Narration:

"But Aunt Meg's plane didn't land at our house," objected Pat. "She couldn't have, because we don't have a landing place."

"That's right, Pat," said Kenny Career. "After she collected her bags at the airport, she took a taxi and came to your house."

Activities:

1. Invite a taxi driver to speak to the class.
2. Discuss how a meter works, showing mileage and cost.
3. Have a cab come to the school. Note the communications set-up. Explain the duty of a dispatcher. Stress need for good directions and speaking clearly.
4. What does a taxi driver do besides drive? Relate to skills: keeps records; collects money; keeps car in running condition; obeys traffic laws; and reads maps to locate places.
5. Do activity page 23.

RESOURCES:

Filmstrip and Record

"Buddy the Little Taxi," Singer Sue 114-2.

Songs

1. Vanderere, J. Lillian. "Taxi!," in Armitage (Ed.), A SINGING SCHOOL: OUR FIRST MUSIC. Boston: C. C. Burchard and Co.

2. Field, Rachel and Hansi Alt. "Taxis," in MUSIC IN OUR TOWN. Silver Burdett Co., p. 77.

3. Major, Marian. "Traffic Lights," in Lorrain Walters et al., THE MAGIC OF MUSIC. New York: Ginn and Co., p. 109.

4. "Talking to the Driver," in SING A SONG OF SAFETY. New York: Irving Caesar Pub., p. 16.

5. Moss, Jeffrey. "Goin' for a Ride," in SESAME STREET SONGBOOK, VOL. 1. Warner Bros. Pub. Inc., p. 17.

PASSENGER TRAINS

Objectives:

Given a group of pictures and words, the children will be able to match the occupation word to the picture (related to railroad jobs).

Given a group of sentences with missing words, the children will correctly choose the missing railroad term to complete the sentence.

Narration:

"Now I have a surprise for you two," said Kenny Career. "Your Aunt Meg is going to take you on a trip back to California with her. You will ride on a train, and you will sleep and eat on the train too!"

"Yippee!" yelled the children.

Activities:

1. Do activity pages 24 and 25.

2. Go on a train ride. Secure a train schedule. Have each child buy his own ticket. Let the stationmaster give a tour of the train station. Let the conductor take students on a tour of the mail car, the baggage car, day coach, and Pullman. Observe a porter making up a berth, if possible. Go to the dining car where the children may have milk.

3. Sing "I've been working on the railroad," and act out the lyrics.

4. Use large blocks to make a child-size train with an engine, tender, and dining car. Have the children dramatize jobs.

5. Make a mural of a train, naming each part of it.

6. Make a picture dictionary, using railroad terms: station; train; ride; car; engine; ticket; track; wheels; steps; whistle; engineer; conductor; porter; etc.

7. Initiate counting games, based upon number of cars on a train, number of passengers in a car, etc.

8. Conduct a time and clock lesson, based on train time table.

RESOURCES:

Books

1. Greene, Carla. I WANT TO BE A TRAIN ENGINEER. New York: Grosset and Dunlap.

2. Kessler, Ethel and Leonard Kessler. ALL ABOARD THE TRAIN. New York: Doubleday and Co.

3. Slobodkin, Louis. CLEAR THE TRACK FOR MICHAEL'S MAGIC TRAIN. New York: The Macmillan Co.

4. Johnston, Eileen. JAMIE AND THE TIRED TRAIN. Harper and Bros.

Coloring Book

TOMMY AND TESS TAKE A TRAIN TRIP. Association of American Railroads.

Songs

1. "Down by the Station," in Lorrain Walters et al., THE MAGIC OF MUSIC. New York: Ginn and Co., p. 149.

2. "Chug-a-Lug-a-Lug" (Train a Comin'), in Marie Winn (Ed.), WHAT SHALL WE DO AND ALLEE GALLOO! New York: Harper and Row, 1970, p. 20.

3. Peters, William. "At the Station," in Armitage (Ed.), A SINGING SCHOOL: OUR FIRST MUSIC. Boston: C. C. Burchard and Co.

Choral Speaking

1. "I'm an Engine," Nona Keen Duffy, p. 85.

2. "The Train," Ida T. Wagner, p. 85.

3. "The Little Train," Martha Batls, p. 85.

All in Mildred Dawson (Ed.), GOLDEN BOOK OF PROGRAMS (Instructor Activity Guide Series). New York: F. A. Owen Pub. Co.

EVALUATION

Objectives:

Given the name of a type of transportation worker, the children will construct their own mode of travel.

The children will each draw a transportation worker puppet, and use it in dramatic play.

Narration:

"Well, children," said Kenny Career. "Did you enjoy visiting Transportation Land?"

"Yes, thank you, Kenny Career," answered Pat and Pam. "That was the best time we ever had!"

"When you grow up, maybe you will be like one of the people we learned about in Transportation Land."

Then there was a loud "ZOOM," and Kenny Career disappeared in a puff of smoke.

Activities:

1. Have children fill in activity page 26, "If I were a _____, I would _____."

2. Have children draw a picture of transportation worker within the puppet shape on activity page 27. Cut out the puppet and use it in a dramatic play.

3. Child reaches into a grab bag, and picks up a card stating, "I am a _____. How do I travel?" (Fill in each card with one of the transportation workers mentioned previously.) Child will then

construct the mode of transportation, using any of the following materials: pipe cleaners, bottle caps, tooth picks, cups, life savers, oaktage, felt, hangers, wood, cardboard, and plastic lids.

Evaluation Questions:

1. Does the pupil, given a task situation, cooperate with others to accomplish the goal?

2. Can the pupils contribute observations for an experience chart?

3. Does the student contribute to class discussions and art activities?

4. Can the student dramatize a trip on a common mode of public transportation?

5. Given a group of pictures, can a pupil select a specific mode of transportation or its corresponding worker, as asked for by the teacher?

6. Can the student give examples of ways in which transportation helps people?

7. Can the student name types of workers involved in each area of transportation?

RESOURCES:

Book

Ziner, Feenie. ABOUT WONDERFUL WHEELS. Chicago: Melmont Pub. Inc.

Song

Moss, Jeffrey. "Goin' for a Ride," in SESAME STREET SONGBOOK, VOL. 1. Warner Bros. Pub., Inc., p. 17.

Choral Reading

Ford, M. Lucille. "Rides," in Mildred Dawson (Ed.), GOLDEN BOOK OF PROGRAMS (Instructor Activity Guide Series). New York: F. A. Owens Pub. Co., p. 85.

Puppets

"Community People," a classroom set of career finger puppets designed by Abner Graboff, Scholastic Magazines, Inc., 1974.

STUDENT ACTIVITY PAGES

Draw a picture of Pam and Pat.

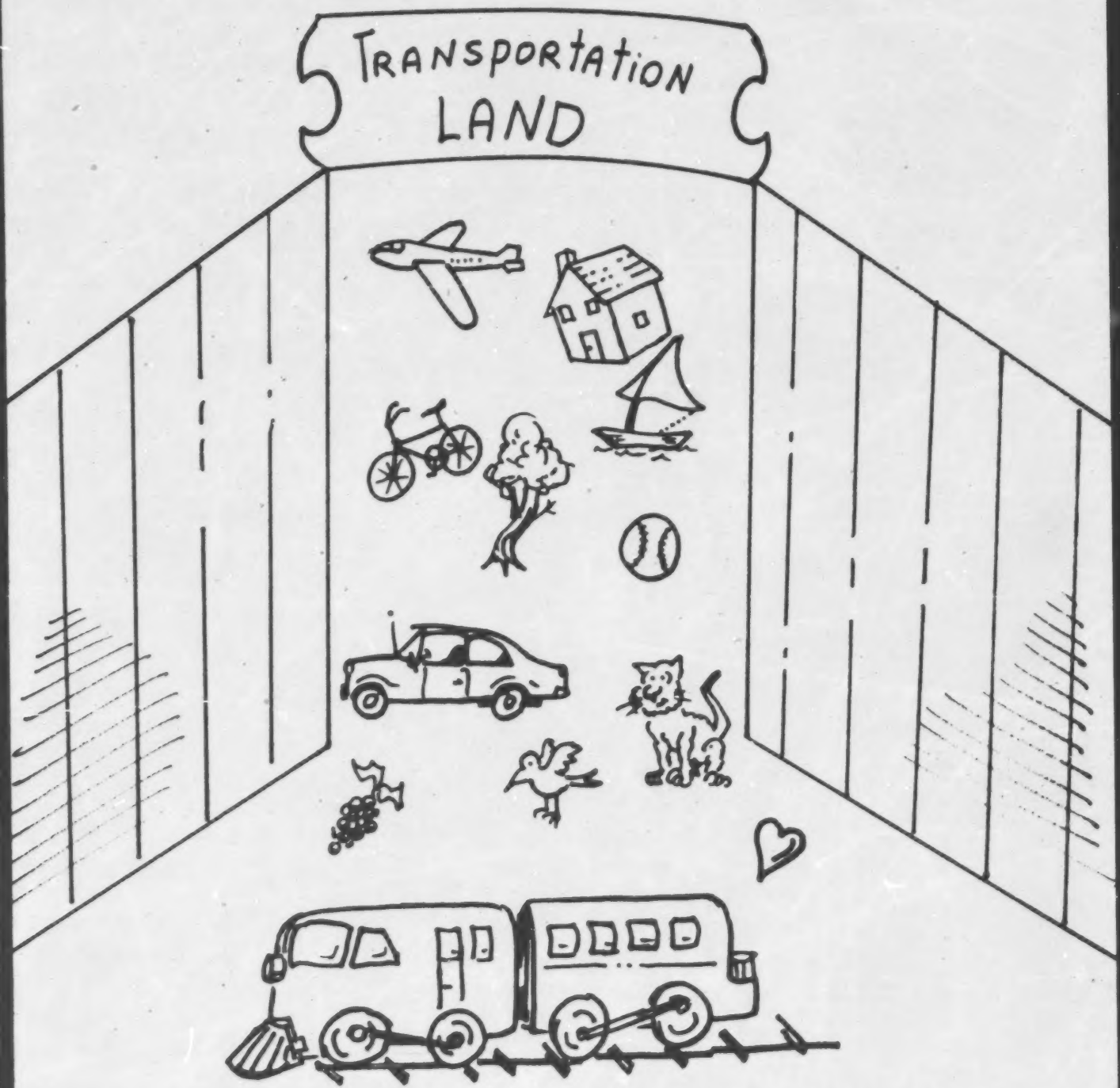
Name _____

Connect the dots to find out who Pam and Pat saw.

Start at "A".

Name _____

Circle the things that belong here.



Name _____

Find these hidden space words.

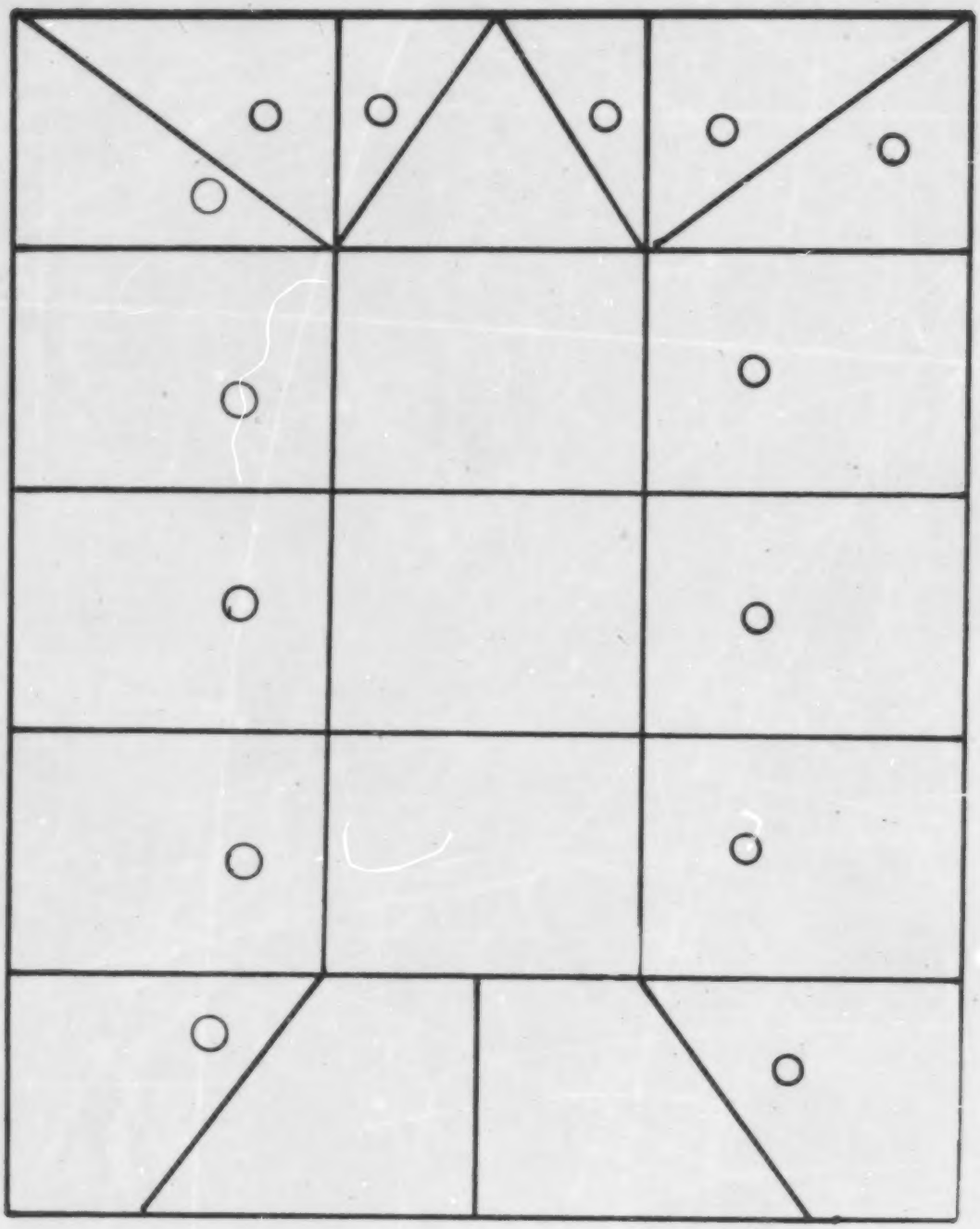
p	r	d	b	m	c	a	g	h	s
r	a	s	t	r	o	n	a	u	t
w	n	l	c	o	h	i	m	z	a
g	s	p	a	c	e	t	o	y	g
v	u	A	o	k	b	x	o	t	e
c	n	o	s	e	c	o	n	e	l
b	l	a	s	t	o	f	f	y	z

astronaut
rocket
space
moon
stage
A - ok
blast-off
nosecone

Name_____

Color each space that has a dot.

Cut out the picture that is left.

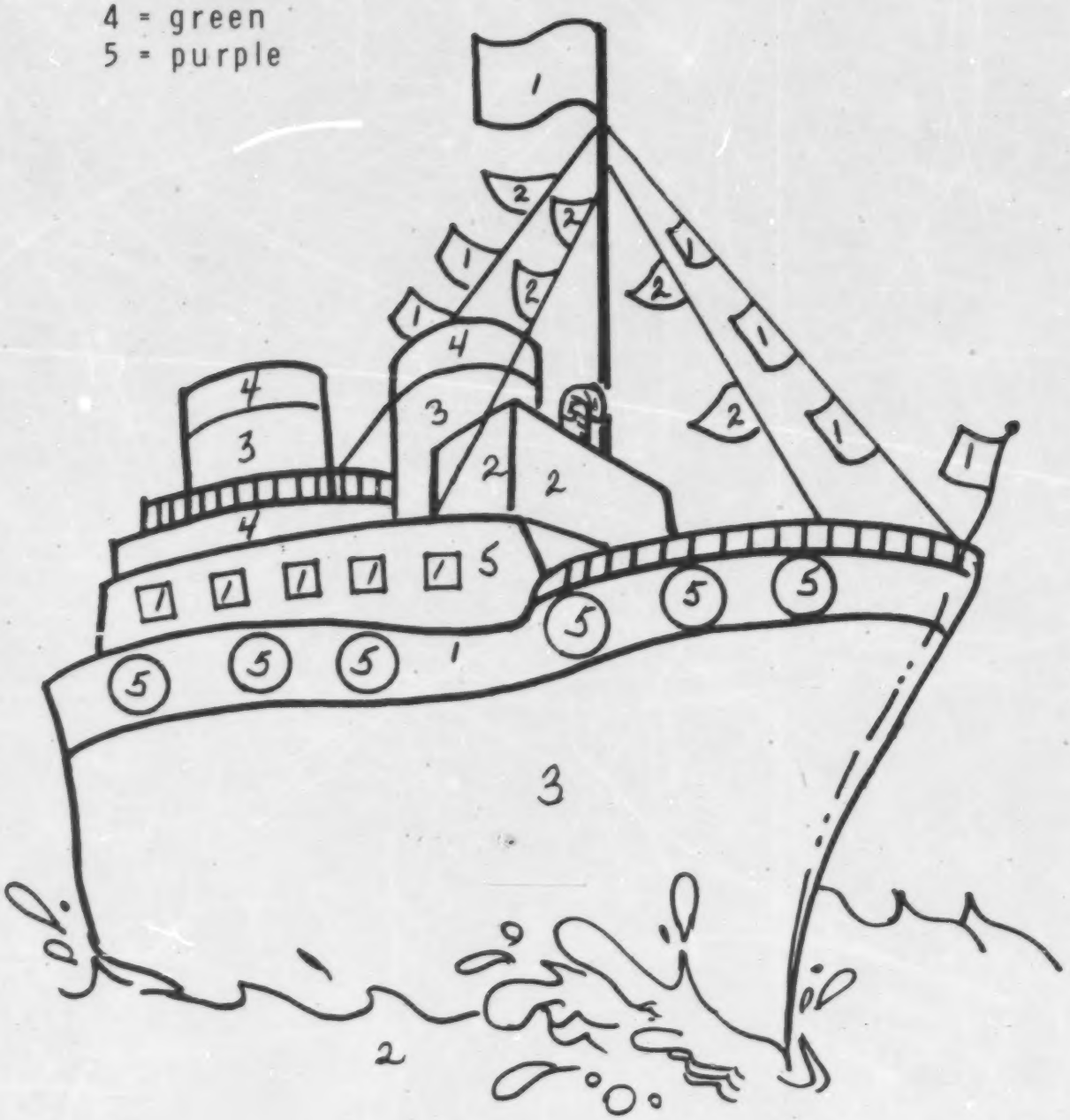


Name _____

5

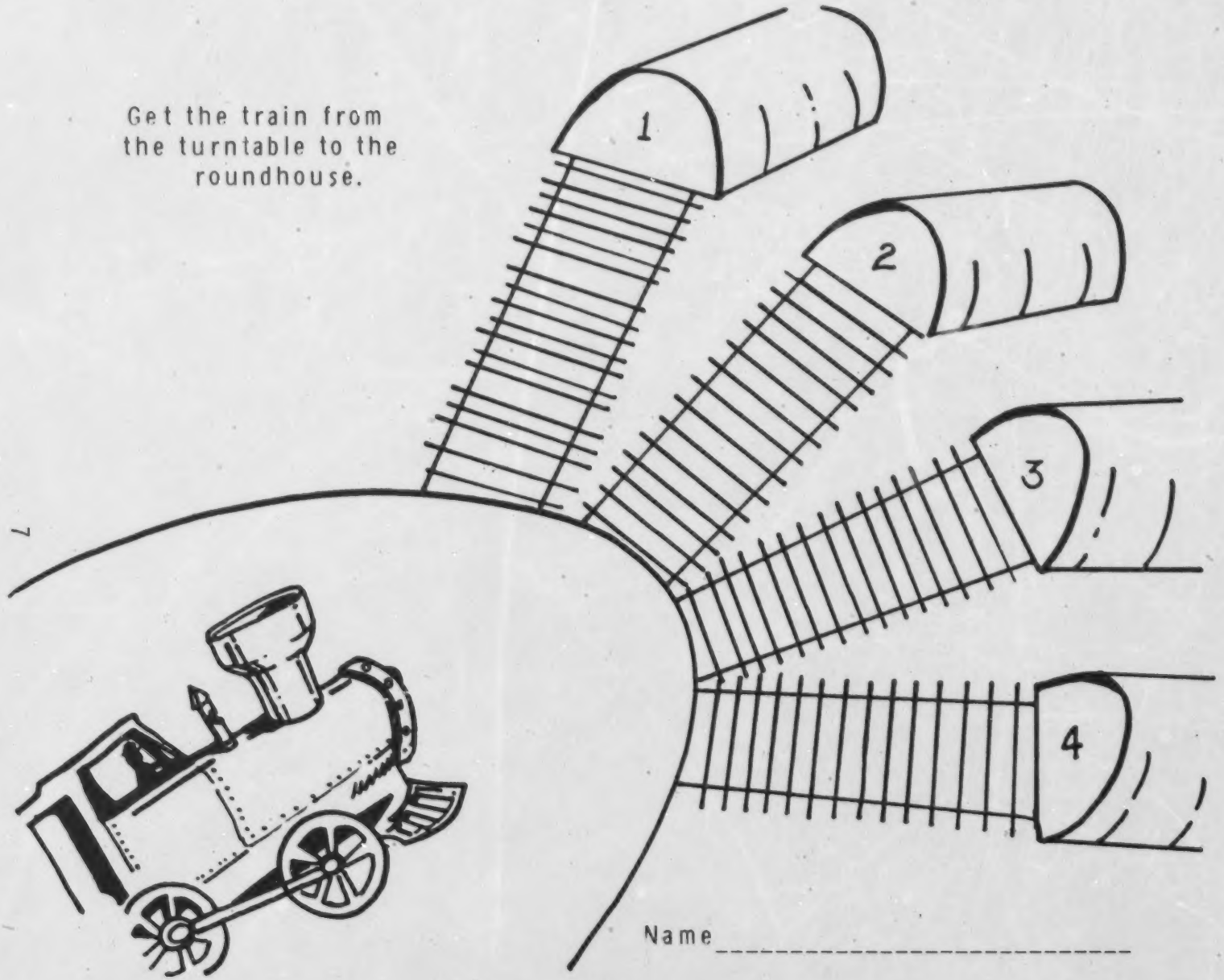
Color by number.

1 = red
2 = blue
3 = yellow
4 = green
5 = purple

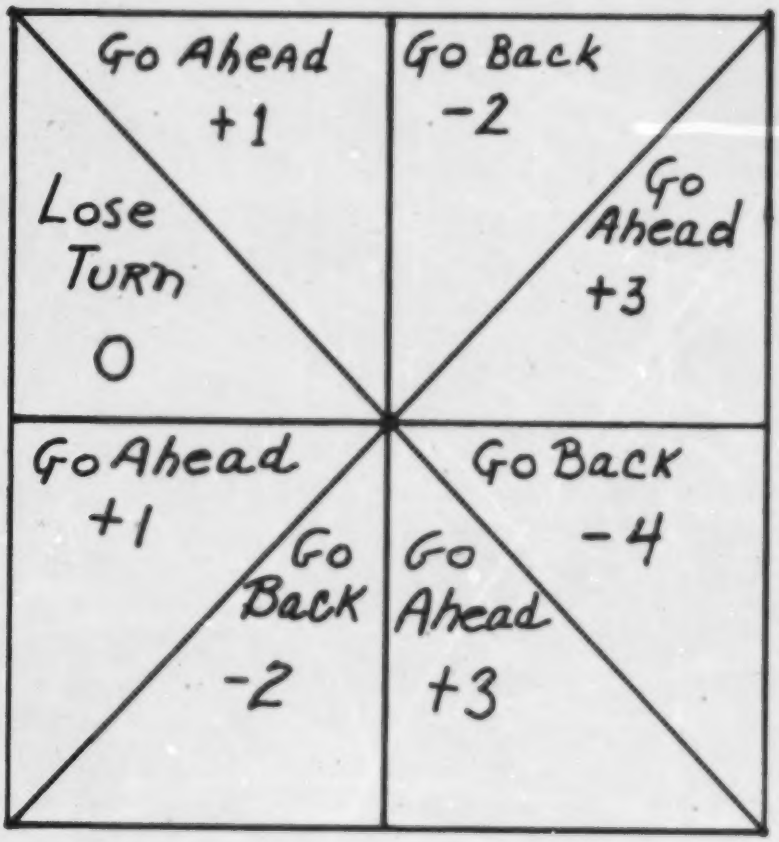


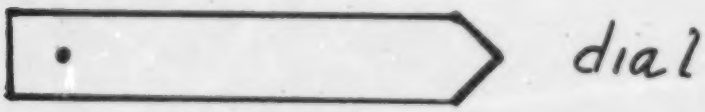
Name _____

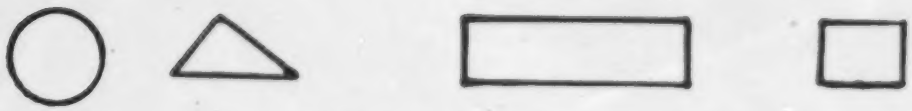
Get the train from the turntable to the roundhouse.



Name_____







Cut these out. Paste on cardboard. Use with train game.

Name _____

A jig-saw puzzle for you to make:

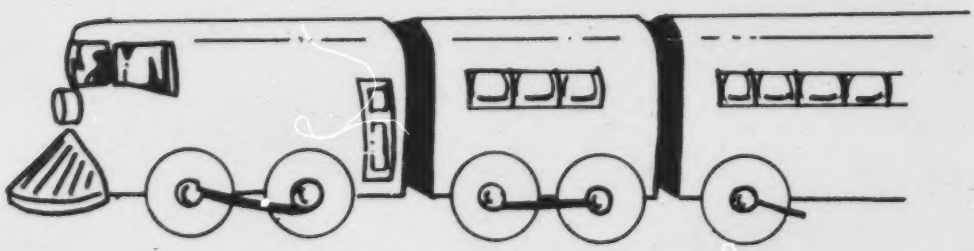
Name_____

A poem for you to read and learn:

Under or over,
We take U there fast,
Just look out the windows
And watch things go past.

U can ride in the first car,
like the last,
Under or over,
We take U there fast.

1 car or 2 cars,
Or 3 cars or 4,
Many people come in
As we open the door.
The wheels roll along,
And make a loud roar,
1 car or 2 cars,
Or 3 cars or 4.



Name _____ 68

Match signals with words a truck driver must know.

YIELD

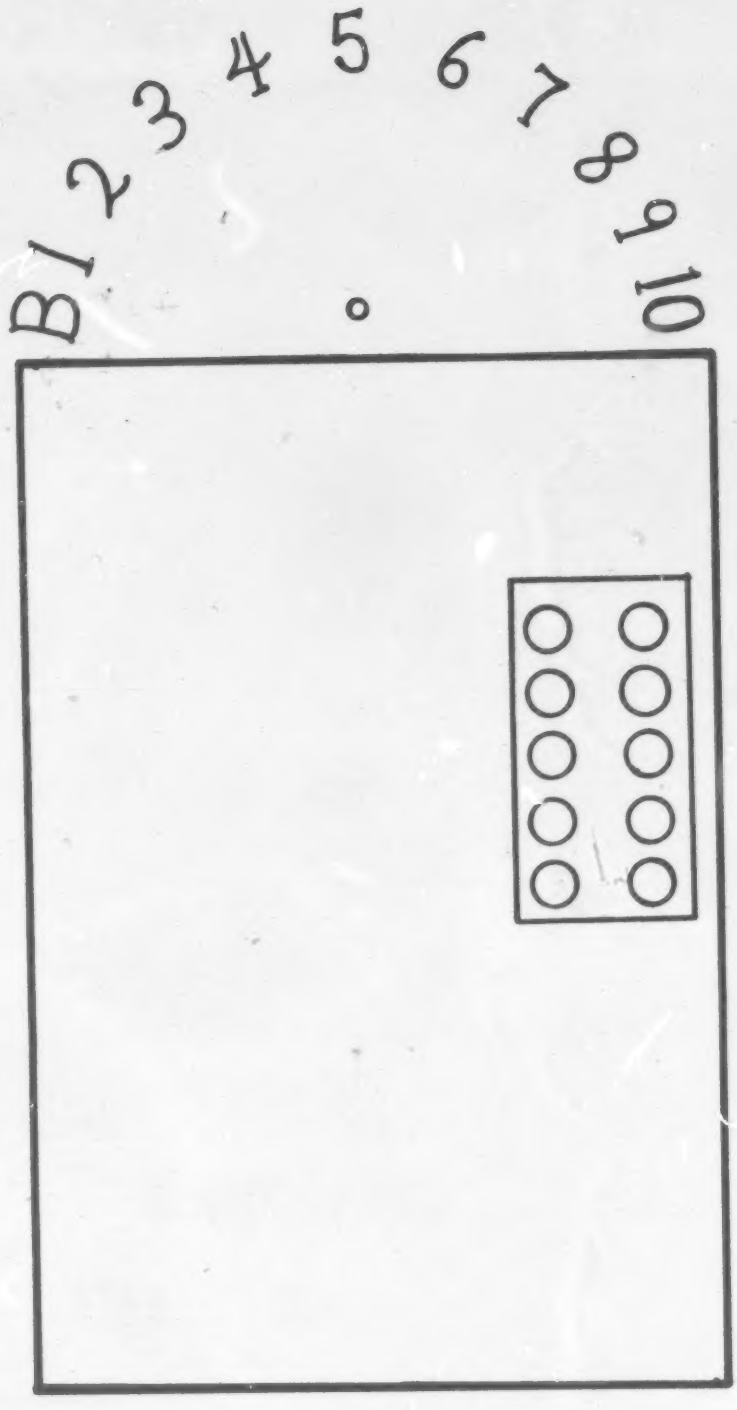
traffic light

STOP

Railroad Crossing

SPEED LIMIT 25

Name_____

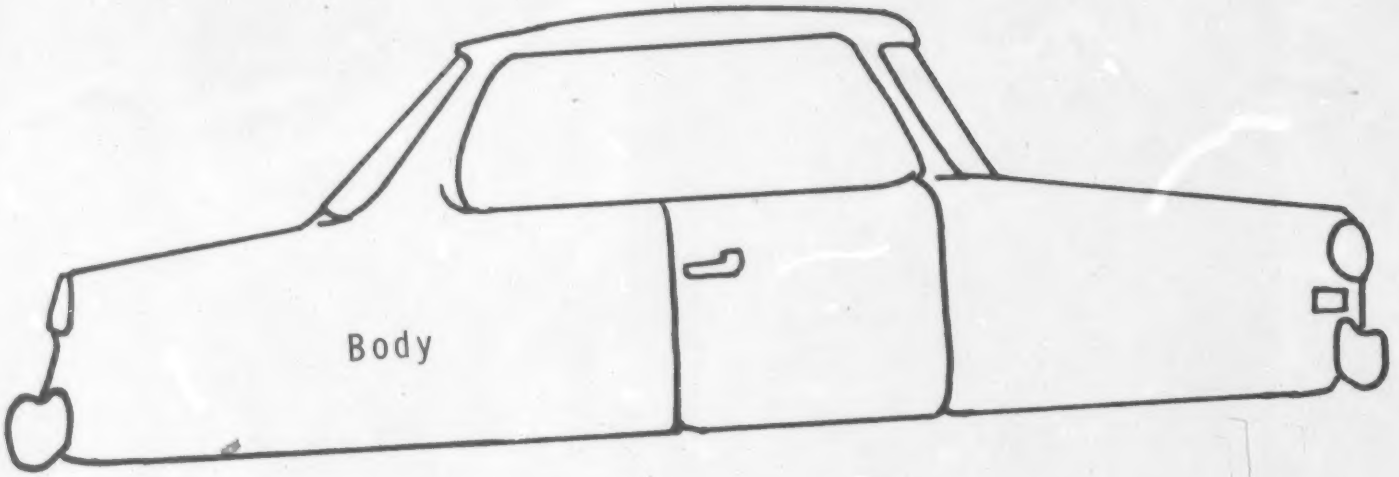


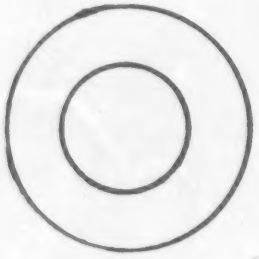
Cut out the dial.

Put it in place.

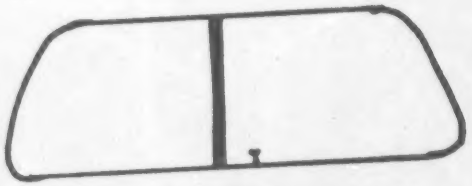
Name_____

Make cars by an assembly line.

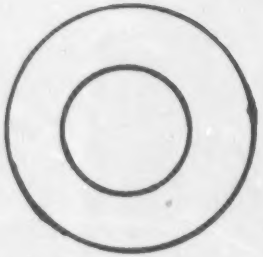




Wheel



Windows



Wheel

Name_____

Draw or cut out and paste pictures of different kinds of cars sold at a car agency.

Name_____

Show the coins Aunt Meg would need if the toll was:

30¢ 12¢

50¢ 27¢

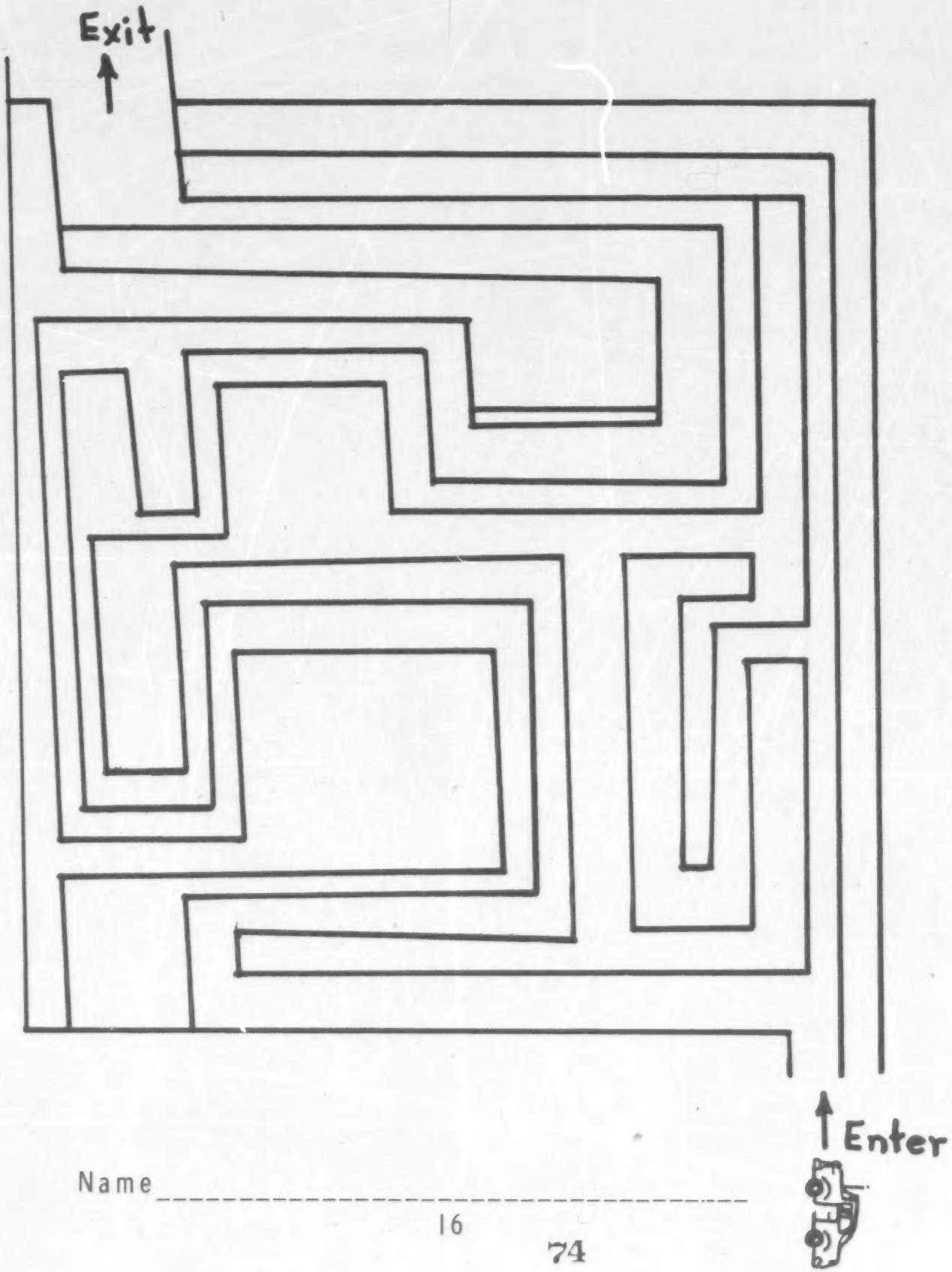
15¢ 40¢

25¢ 60¢

74¢ 45¢

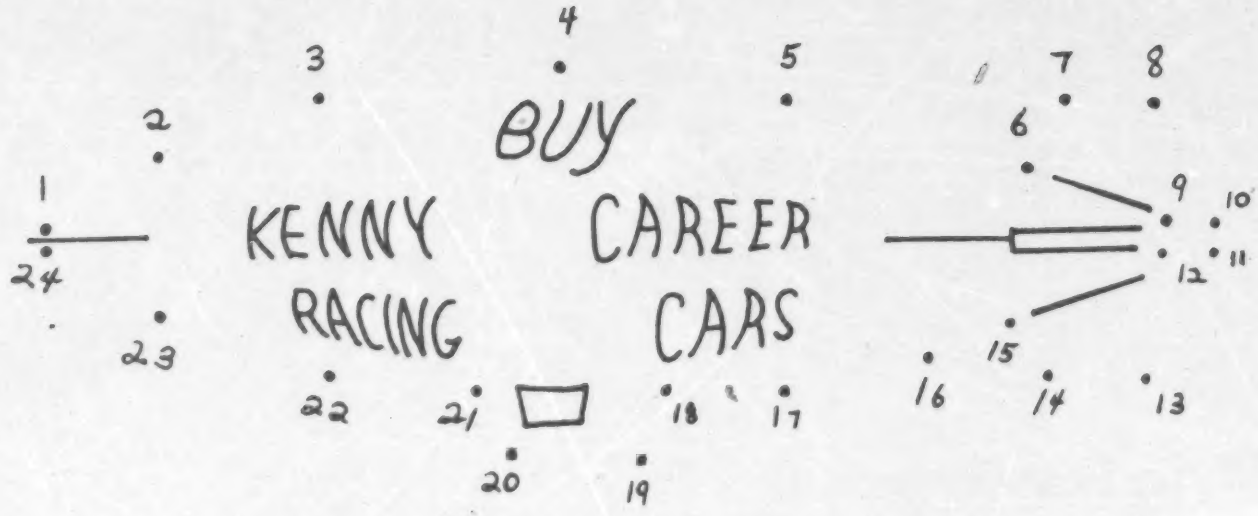
Name _____

Help Aunt Meg get out of the parking lot.



Name _____

Connect the dots. Start at "1".



Name _____

17

Unscramble the words.

Up and _____
(dwno)

Down and _____
(pu)

Moving _____
(ssrtai)

Go up _____ down.
(nad)

Name _____

Find the hidden words.

tire
gas
fix
car
oil
mechanic
pump
jack

Name_____

What is a chauffeur?

C ar driver
h elps people
a uto mechanic
u ses a baggage rack
f inds short cuts
f ixes flats
e arns money
u sually wears a cap
r ides to places

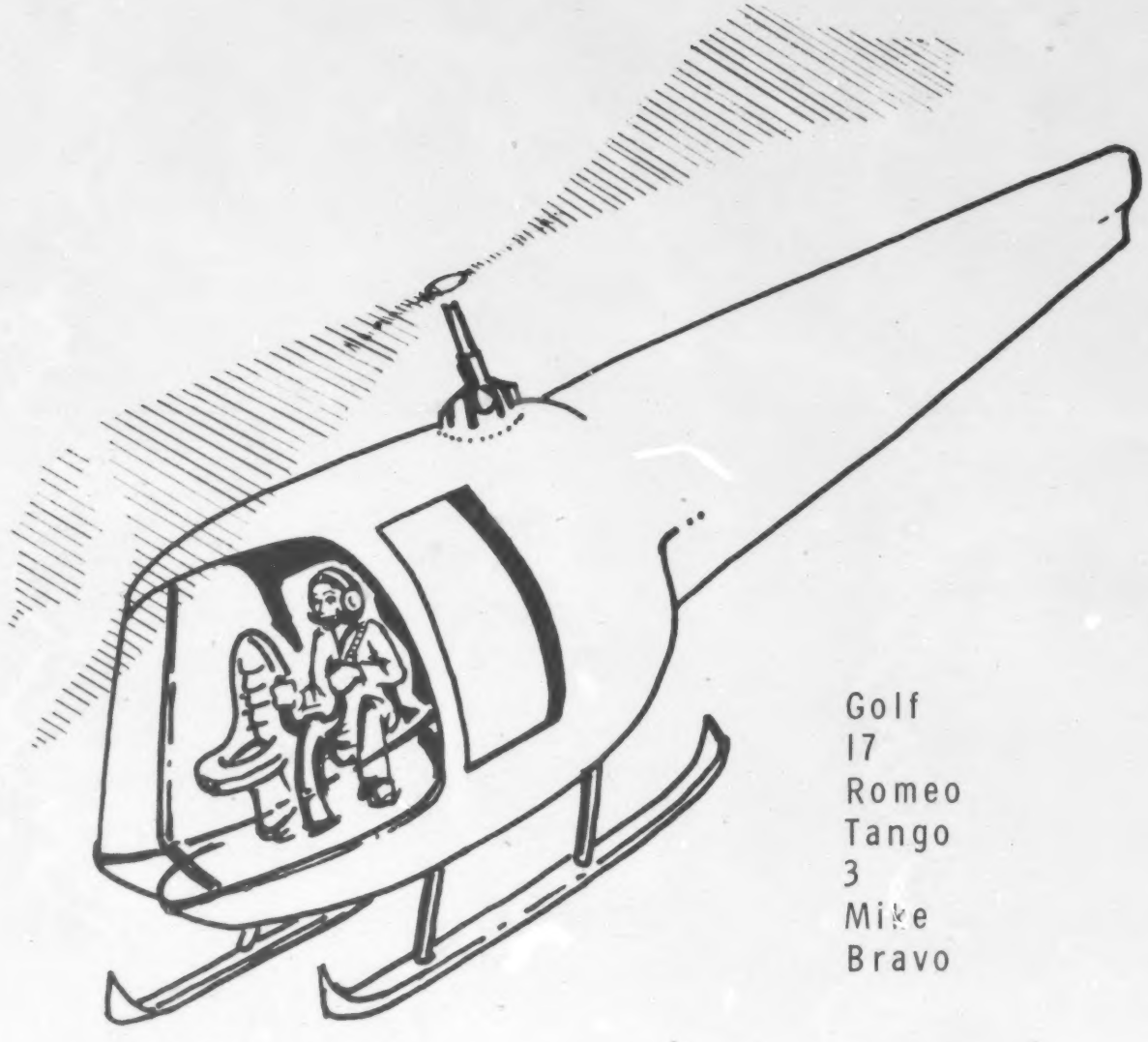
What is a limousine?

L ong, long, long
i s a big car
m _____
o _____
u _____
s _____
i _____
n _____
e _____

Pat started it for you.
Use each letter to spell
a word.

Name _____

Use the International Phonetic Alphabet to find out what this helicopter's number is. Then put the number on the helicopter's tail.



Golf
17
Romeo
Tango
3
Mike
Bravo

Name _____

21

Draw the meals that the stewardess might have served Aunt Meg.

Breakfast

Lunch

Dinner

Name _____

Add the miles to see how far the taxi driver went each hour.

9:00	10:00	11:00	12:00
3 miles 4 miles + 2 miles ___ miles	10 miles + 7 miles ___ miles	2 miles 2 miles 2 miles + 2 miles ___ miles	10 miles 10 miles + 10 miles ___ miles
1:00	**2:00**	**3:00**	**4:00**
5 miles 5 miles + 4 miles ___ miles	6 miles 4 miles + 6 miles ___ miles	1 mile 4 miles 4 miles + 1 mile ___ miles	3 miles 5 miles + 7 miles ___ miles

What hour did he go the most miles?
What hour did he go the least miles?

Name _____

Match:

Porter

Ticket Seller

Engineer

Conductor

Name_____

Fill in the blanks.

1. The _____ can go fast.
2. The train must go slow when it gets to the _____.
3. We buy a _____.
4. The _____ takes our bags.
5. We eat in the _____ car.
6. The _____ runs the train.
7. The _____ takes our tickets.

dining
train
conductor
porter
engineer
station
ticket

Name _____

25

If I were a

I would

Name _____

Make a finger puppet.

Draw

Cut out.

Paste on cardboard

Put fingers in holes.

Play with it.

Name_____

27